

**TCAP Achievement, Grade 5, Reading/Language Arts**  
**Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)**

<b>Content</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
5.1.5	Identify setting, character, and plot in a passage.
5.1.10	Identify sequence of events in fiction and nonfiction selections.
5.1.15	Select the appropriate summary statement for a given passage.
5.1.18	Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, and autobiographies).
5.1.19	Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
5.1.20	Recognize that a story is told from the first person point of view.
5.1.21	Identify the author's purpose(s) (i.e., to inform or entertain).
5.1.22	Determine whether the theme is stated or implied within a passage.
5.1.27	Identify, using a graphic organizer, placement of events in a given plot.
<b>Grammar Conventions</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
5.3.1	Recognize usage errors occurring in the writing process (e.g., double negatives, troublesome words: to, too, two; there, their, they're; lie, lay; sit, set).
5.3.3	Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement, tenses), adjectives (i.e., common/proper, comparative forms, predicate adjectives), and adverbs (i.e., comparative forms, negatives) within context.
5.3.4	Identify sentences with correct subject-verb agreement (person/number).
5.3.5	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, introductory words) within context.
5.3.6	Choose the correct use of quotation marks and commas in direct quotations.
5.3.8	Identify the correct spelling of plurals and possessives.
5.3.10	Choose the most appropriate interjection to complete a sentence.
5.3.11	Identify the correct use of colons (i.e., in business letters and preceding a list of items).
<b>Meaning</b>	
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5.1.7	Select questions used to focus and clarify thinking before, during, and after reading the text.
5.1.11	Select stated or implied main idea and supporting details within context.
5.1.12	Identify stated or implied cause and effect relationships within context.
5.1.13	Distinguish between elements of fact/opinion and reality/fantasy.
5.1.14	Determine inferences from selected passages.
5.1.17	Recognize reasonable predictions of future events within a given context.
<b>Techniques and Skills</b>	
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5.1.4	Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).
5.1.16	Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of content).
5.1.23	Identify similes, metaphors, and personification and hyperbole in context.
5.1.24	Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhymes and repetition).
5.1.25	Identify information to support opinions, predictions, and conclusions.
5.2.10	Identify the most reliable sources of information for preparing a report or project.
5.3.7	Identify correctly (or incorrectly) spelled words in context.

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<b>Vocabulary</b>	
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5.1.1	Recognize root words, prefixes, suffixes, and syllabication as aids in determining meaning within context.
5.1.2	Select appropriate synonyms, antonyms, and homonyms within context.
5.1.3	Identify compound words, contractions, and common abbreviations within text.
5.1.6	Recognize and use grade appropriate vocabulary within context.
5.1.8	Determine the correct meaning/usage of multiple meaning words within context.
5.1.9	Determine word meanings within context.
5.1.26	Select a logical word choice to complete an analogy using synonyms, antonyms, categories and subcategories.
<b>Writing/Organization</b>	
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5.2.2	Rearrange sentences to form a sequential, coherent paragraph.
5.2.5	Select details that support a topic sentence.
5.2.8	Rearrange paragraphs in a narrative writing selection in a sequential or chronological order.
5.2.9	Select appropriate time order or transitional words/phrases to enhance the flow of a writing sample.
5.2.12	Select the best title for a written selection.
5.2.14	Supply a missing piece of information in an outline.
5.2.21	Arrange a multi-paragraphed work of exposition (e.g., persuasion, comparison/contrast) in a logical and coherent order.
5.2.23	Select an appropriate concluding sentence for a well-developed paragraph.
<b>Writing Process</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
5.2.1	Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.
5.2.3	Identify the purpose for writing (i.e., entertain, inform, report).
5.2.4	Identify the audience for which a piece of text is written.
5.2.6	Choose vivid and active words.
5.2.11	Select the best way to combine sentences to provide syntactic variety within context.
5.2.13	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
5.2.22	Identify the sentence irrelevant to a paragraph's theme or flow.
5.3.2	Select the best way to correct incomplete sentences within context.
5.3.9	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).
5.3.12	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.

Note: SPIs 5.2.7, 5.2.15, 5.2.16, 5.2.17, 5.2.18, 5.2.19, 5.2.20, 5.2.24, 5.2.25 and 5.2.26 are assessed by the Tennessee Writing Assessment and are not included on this chart.